

SCHOOL and COMMUNITY

Vol. XX

JANUARY, 1934.

No. 1

THE VISION OF PEACE

NATHAN HASKELL DOLE

O, BEAUTIFUL Vision of Peace,
Beam bright in the eyes of Man!
The host of the meek shall increase,
The prophets are leading the van.

Have courage: we see the Morn!
Never fear, tho' the Now be dark!
Out of the Night the Day is born;
The Fire shall live from the spark.

It may take a thousand years
Ere the Era of Peace hold sway,
Look back and the Progress cheers
And a thousand years are a day!

The World grows—yet not by chance;
It follows some marvelous plan;
Tho' slow to our wish the advance,
God rules the training of Man.

—From "High Tide" selected poems
by Mrs. Waldo Richards.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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2. That in cities having municipally-owned utilities, the citizens pay no taxes.

Let us see if facts support these contentions.

In the State of Missouri, there are 54 municipally-owned electric light companies. Using the monthly cost of 30 kilowatt hours of residential service, and towns of equal size as bases of comparison, the results are as follows:

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The odds are, in short, almost 3 to 1 that the costs will be higher with municipal ownership.

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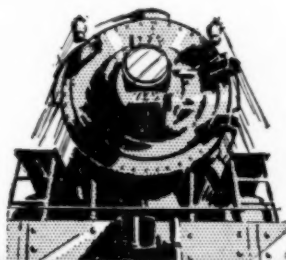
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EDITORIALS

FOUR MILLION DOLLARS FOR SCHOOLS

THE EXTRAORDINARY Session of the Fifty-seventh General Assembly has done its work. The public schools, as a result, appear to be approximately four million dollars better off for the next year than they would have been if this Extraordinary Session had not been called by Governor Guy B. Park. Recent estimates of returns from taxation, even the old and familiar forms, have been so far from actual returns that scepticism of all estimates is natural; nevertheless, there is no other way to plan for the future except on the basis of estimates.

The State Tax Commission, whose figures are derived from authoritative sources, believes that the one-half of one per cent on sales and services included in the Sales Tax Bill will produce \$2,000,000 for the school fund and that an additional million will be added to this from the liquor tax (state licenses and gallonage tax). These two sources will thus add three millions to the state distributive school fund for the school year of 1934-35. In addition to this the general appropriation bill carries three items appropriating out of the general revenue funds (not the regular school monies) the following amounts:

For keeping schools open for eight months, or nine, in the case of high schools, \$425,000.

For relief on high school tuition due for the school year of 1932-33, \$232,000.

For building funds \$50,000.

These appropriations, if signed by

the Governor, will bring the total estimated return from the work of the recent Legislature to a total of \$3,707,000.

The special appropriations constitute the only revenue that will materially help the schools during the school year of 1933-34. The returns from the other sources will probably not begin coming in in time for the last distribution of school funds that is to be made in March.

A GOOD FIGHT

WHILE THE SCHOOLS did not fare so well at the hands of the Special Session as we had hoped, the results are much better than we had a right to expect after the legislature got under way and the powerful opposition to the Governor's recommendations, particularly the Sales Tax, became evident. The merchants with their own effective lobbyists, the Associated Industries with their ever present corps of alleged fact finders, together with an unfriendly Senate Committee on Ways and Means, which seemed for a long while determined to keep the Sales Tax bill from reaching the floor of the Senate, presented a picture so discouraging that many of the friends of the schools all but lost hope of the possibility of anything being done.

However, the friends of education in the legislature, House and Senate backed by the favorable sentiment of the people toward the sales tax as an emergency relief measure, finally succeeded in getting a report from the

Senate Committee. When this was done it became at once evident that some sort of a sales tax would be passed. The teachers, while acknowledging with grateful appreciation, the good work of Governor Guy B. Park and House and Senate members too numerous to mention now, can nevertheless take a large share of credit for the accomplishment of a worthwhile advance in the interests of education.

CAN WE ACT FOR OUR OWN INTERESTS

TWO-HUNDRED DOLLARS per teaching unit, per year, is not an insignificant amount, and this is approximately what the recent legislation seems to have added to the resources of education in Missouri. How much more significant is such an attainment than would have been the success of an effort to reduce the membership dues of the organization and thus weaken it below the strength necessary for carrying on its fight for the rights of the children of the State. But if we may be so bold as to offer one criticism of the Association as it now is we will say that its chief weakness is the inactivity of the rank and file of teachers in a crisis such as we are now experiencing. We are not unmindful of the work that many teachers did in securing petitions and in developing programs during Education Week which influenced greatly the outcome of legislative attempts. We do feel that in many places the opposition of merchants could have been allayed had the local teachers themselves let those merchants know in a very concrete and personal way what reductions of teacher salaries might mean to the merchants' personal business. Teachers are buyers,

and buyers which in many towns constitute a considerable part of certain merchants' total trade. If these merchants had been visited by scores of teachers, or their authorized representatives, and made to see that their own interests were tied up with the interests of the schools the sales tax would not have seemed such a hideous bug-a-boo.

Again, in the matter of underbidding for positions, certainly the local organization of teachers can and should do something about it. We will soon be in a mad scramble for jobs again. Are we going to cut each others' throats as usual? Is it not possible for community associations, county and city, to come to some sort of an agreement, to formulate some sort of a plan that will prevent the recurrence of what happened last Spring, when in their fright thousands of teachers accepted positions for salaries ridiculously low and shamefully inadequate? Certainly when labor is standing by its guns for a living wage, when business codes are formulated to prevent unfair trade practices, and when the trends in the cost of living are toward higher levels, teachers will not be foolish enough to sacrifice more than is necessary of their personal self-respect and efficiency. Only a close local working organization will prevent it. And teachers have the machinery of such an organization already to go to work on this problem if they will but use it. There was no use last year of any teacher teaching for less than forty dollars a month. It is true that many of us did not know it then, but we do know it now. Will we this year be wise enough to act in our own interests and at the same time in the interests of boys and girls and the future of our State?

A FEDERAL PROGRAM NEEDS YOUR ASSISTANCE

A RECENT CONFERENCE of leading educators held in Washington, D. C. has formulated a program for Federal participation in the financing of education—a program which by no stretch of the imagination can threaten local or state autonomy of school control. This program is absolutely essential to the continued life of schools throughout the Nation. The general slump in school revenues all over the country and the dire and im-

mediate educational needs of many states and localities constitute a national emergency as real and as challenging as any that now confronts Congress and the people of our Nation.

The Proposed Program of the Federal Advisory Committee on Emergency Aid in Education is called to your attention and more fully described on page 27 by State Superintendent Chas. A. Lee. Please read it and act at once by writing and asking others to write your U. S. Senator and Representative in Congress soliciting their active support of the measure.

School Supplies Needed

MANY REPORTS have come to this Department to the effect that teaching material and supplies, particularly books, are very much needed in many schools. While the necessity for reducing operating expenses in the schools has made it impossible for many schools to purchase the needed teaching equipment, all school districts should do everything possible to supply all the necessary equipment.

In some school districts the lack of funds will not permit the buying of all the material that is needed. Other districts, however, can and should purchase the necessary equipment. Without doubt there are some districts in the State which have unnecessarily reduced their expenditures for teaching materials. Economy has been overdone in many cases. It has been applied in the case of school supplies and equipment to the extent that it has tended to create the impression that nothing should be purchased.

It is poor economy to employ good teachers and then deny them the use of those materials which are essential in good teaching. No one would contend that it is good economy to employ a good carpenter to

erect a building and then deny that carpenter the use of the tools of his trade. Neither is it good economy to attempt to teach children without providing the necessary learning tools. Just as carpenters' tools are essential in the construction of a building, books, maps and other school-room equipment are essential in the teaching of children.

The present is a good time to purchase school supplies. There is a special discount on many supplies which will not be available after the codes pertaining to them go into effect.

School officials, superintendents, principals and teachers should make every possible effort to provide the essential teaching materials for their schools. While the Federal Emergency Program in Education will help out some on teachers' salaries when local anticipated funds are exhausted, there is no outside assistance for the buying of school equipment. However, it should be a matter of local pride to every school district in the State to provide for its children such equipment as is needed if at all possible.

—Chas. A. Lee

Changed Social Conditions Have Educational Implications

WHEN EDUCATION-REDUCTIONISTS clamor for reduced curriculum offerings, reduced teaching force, reduced training of teachers, the elimination of "fads and frills", and a return to the three-R's curriculum of great-grandfather's time, when they insist that we have gone *too* far with education, they have not taken into consideration the social and economic changes that have occurred in this country since the days of our great-grandfathers.

Looking at the following abbreviated list of social changes selected from "Recent Social Trends in the United States" we are inclined to conclude that the school of the three R's gave grandfather a better preparation for life in his day and generation than the modern school gives to our son for the civilization in which he is to live; and that present day schools must be greatly expanded if they are to meet their obligations.

Conditions under Three-R Curriculum

1. Majority lived on farms
2. Majority lived in one-family houses
3. Few families with children; 5.9 persons in each family
4. Domestic system of food production
5. Family life and property protected by its members
6. Family taught ideas, ideals, and aspirations
7. Religious observances in majority of homes
8. Children an economic asset
9. Families restricted to limited area
10. Recreation in home centers
11. Families entertained themselves
12. Reading aloud common practice
13. Little leisure time
14. Simple recreation
15. Hand tool manufacturing
16. Simplified home manufacturing
17. Heating and lighting cared for by members of family
18. Power and heating from wood and coal
19. Practically all house repairs by members of family
20. Age-old occupations
21. Length of working day—daylight to dark
22. Unskilled labor predominant
23. Professions limited
24. Employment varied

Conditions under Modern Curriculum

- Majority live in cities
- Majority live in multi-family houses one-fourth smaller
- 31 per cent families without children; 3.57 persons per family
- Majority purchase food
- Property protected by police, firemen, courts, legislation
- Increasingly these depend on outside agencies
- Home worship declining
- Children an economic burden for a longer time
- Area extended by modern transportation and communication
- Recreation outside the home
- Families pay to be entertained
- Reading aloud reduced to 33 per cent, rural homes; 13 per cent, city
- Much an increasing leisure time
- Specialized sports, games, amusements
- Mass production machines
- Specialized manufacturing
- Janitors in multi-family dwellings
- Power and heating from coal, oil, gas, electricity
- Specialists employed to make repairs and improvements
- 25 per cent of workers in occupations unknown 25 years ago
- Working day six to eight hours, average less than fifty hours per week
- Decreased demand for unskilled labor
- 6 per cent gainfully employed in professional service
- Job monotony due to specialization

- | | |
|---|--|
| 25. Family taught industrial arts to children | Industrial arts taught in the schools |
| 26. Horse transportation | Machine transportation engaging over 7 per cent of workers |
| 27. 70 per cent employed in agriculture | 75 per cent in occupations other than agriculture |
| 28. Seasonal unemployment | Technological unemployment |

The Business Man's Stake in Education

A. Lincoln Filene, prominent Boston merchant, writing for the
Kiwanis Magazine (September)

EDUCATION DOES not turn out automobiles or fuel, but it does turn out something very important—citizens of the United States. Twenty-five million future citizens are being worked on in the educational mill today. To pay two billion dollars a year for their training means a cost of only about seventy-five dollars a year for each boy and girl. Isn't it worth it?

The real question that we have to answer today—we business men, we taxpayers and citizens—is this: Here is a great national public school system which directly affects the daily lives and the future of twenty-five million children. It has been built up by the work of generations of men and women, by the money which they have paid year after year in taxes. It is a monument to the thrift and foresight of the American people.

Economize or Slash?

Four years ago, when we were prosperous, we were proud of our public school system, and we believed that we were building a new civilization that was based on free public education. Today, when we have hard times, which should we do—economize carefully in order to keep the system in good condition till times get better, or cut and slash ruthlessly, so that when the depression is over it will take ten years of effort to build our public schools back to where they were in 1929?

Your money is invested in the public school system of the United States. Don't you want to have your investment protected and have the system maintained intact so that when business becomes normal, education will go on as before?

I am speaking to you as a business man, not as an educator. For a quarter of a century I have been a member of the Board of Education of my own state of Massachusetts. As a result of what I have learned there, I have come to realize that every business man has a vital stake in education. Of course, as a parent he has a very plain interest in the public schools. And of course as a citizen he has a very vital interest in them. But even the so-called "hard-boiled" business man has a great stake in education.

Educated People Make a Good Market

I can put it in a few words. The business man, the manufacturer, the merchant, the salesman, the banker, is engaged in some part of the work of getting goods and services from the producer to the consumer. Billions on billions of dollars are invested in factories, railroads, mines, farms and stores. These billions of dollars depend for profit on one thing—on the consuming public. Now, the uneducated man and woman is a poor market for goods and services. The educated man is a good market. The more education the public has, the better market the public is for the products of business. So you see that business must have education from a purely selfish point of view.

But there is more to it than this. Modern American business depends on a supply of educated men and women as employees. Business depends on education to perform needed research. Business wants a progressively improving standard of living because that means still better markets. And business wants practical education as well as education for culture. All this business wants for its own

good, selfishly, if you care to put it that way.

The two billion dollars that we spend each year on our schools is one of the most profitable of all of our great public expenditures. That is my honest belief, as a business man, looking at it from the angle of nothing but business.

It is our duty both as business men with

a responsibility for a business that is worth five and a half billion dollars and as parents of future citizens, to bring the American educational system through the economic storm safe and sound. We must not let it be wrecked. We must not cripple it. We have great need for it in building the future of our country.

Character Education in Nebraska

(By J. L. McBrien, Supervisor in Secondary Schools and Character Education, State Department of Public Instruction, Lincoln, Nebraska.)

NEBRASKA IS A PIONEER state in having a mandatory law which, while no direct reference is made to the term "character," requires the teaching of those ideals of common honesty, morality, courtesy, obedience to law, respect for the National flag, the Constitution of the United States and the Constitution of the State of Nebraska, respect for parents and the home, the dignity and necessity of honest labor and other lessons of a steadying influence, in grades one to twelve by all teachers of the state so as ultimately to promote and develop an upright and desirable citizenry.

The legislative provisions respecting this matter of character education make it mandatory upon all city, town, village and county superintendents to incorporate this work in their curricula.

To State Senator Allen A. Stinson of Niobrara belongs the honor in the authorship of this law. On the Honorable Charles W. Taylor, State Superintendent of Public Instruction, Dr. G. W. Rosenlof, Director Secondary Education, Teacher Training and Character Education, and on all of the teachers of the state has rested, and still rests the responsibility of meeting the requirements of this law. Matchless is their opportunity and matchless, also, is their responsibility to give the state the best service in any single line of their respective duties.

This law was enacted by the Legislature of 1927 and was put into operation in the schools of the state during the school year 1927-28 under various club names, such as, Good Citizenship Clubs. There were 886 clubs under this name with thousands of members by the end of that school year. The Junior Red Cross has been active in the state ever since the World War, counting its members by the thousands. Uncle Sam's Boys and Girls Clubs deserve special mention. The 4-H Clubs have functioned successfully in Nebraska for the past two decades. There were other club activities in various counties of the state under such titles as Good Health Clubs, Good English Clubs, Campfire Girls, Girl Scouts, Boy Scout Troops, Willing Workers, Help-One-

Another Clubs, Always Ready Helpers, School Improvement Clubs, and so on.

The Nebraska State Department of Education, city and county superintendents, parents, teachers, public officials and the people of the state and the nation have always believed in teaching the youth of the land that:

The feelings are to be disciplined, the passions restrained, true and worthy motives inspired, a profound religious sentiment instilled, and a pure morality inculcated under all circumstances.

The good that the late Colonel William Jennings Bryan did by the delivery of his great lecture on "The Value of an Ideal" on the hundreds of chautauqua platforms, at the thousands of college and high school commencements and lecture courses in Nebraska and throughout the Union, still lives and will brighten to all eternity. He declared that an ideal is above price; that its value cannot be measured in dollars and cents; that it often marks the difference between success and failure—sometimes between life and death; that if you wish to get some idea of its pecuniary value, go into the home of a rich man whose son has gone down to wreck and ruin, and if the man is a true father and if you will ask him what he would give for an ideal that would have started his son on the right road and saved him from the terrible ending in his life, that father would say, all that I have or expect to have, I would gladly give for an ideal that would have made a real man of my son.

Mr. Bryan said we should keep our ideal far enough ahead, never to overtake it for if we ever overtake our ideal, progress ceases.

The Nebraska State Department of Education has said repeatedly that:

"We hold no brief for any particular method or methods for teaching 'character.' But we do hold that it is the duty of every teacher and every supervisor to recognize his or her responsibility in the State's program of character building using every agency and every method in furtherance of that end and in compliance with the law."

The Knighthood of Youth sponsored by the National Child Welfare Association, Inc., with the world-renowned educator, Dr. John H. Finley, as its president, made its first appearance in Nebraska in the school year 1929-30. After careful consideration, State Superintendent

ent Taylor decided to introduce the Knighthood of Youth into a few counties of the state on an experimental basis. The success of this experiment will be reviewed briefly from official records in the February and March numbers of this paper.

*Education And The New Deal

DEAN WILLIAM RUSSELL

Teachers College, Columbia University, New York City

MR. CHAIRMAN, Ladies and Gentlemen: It is very kind of you to ask me back to address the Missouri State Teachers Association so soon after my last appearance here. I think it was only four years ago that I spoke upon this platform. Nevertheless they have been four rather long years since I was here and I hope that the next four will not be so long.

My topic this morning assigned me was as to The Future of Professional Training of Teachers in America, but in studying it and working it over I found that I had to go a good deal deeper than that topic in order really to discuss what the future would be, because, after all, the future of the professional training of teachers is bound up with the future of our whole educational system. I want to discuss what the New Deal is going to do to our educational system, and from that I think we can read what it will do to the training of teachers.

The Revolution is a proper noun in American history. It refers directly to the War for Independence. "Before the Revolution" refers to Colonial times when our fathers were subject to the Crown. "After the Revolution" indicates all the years since 1783, but you know there is a chance that this term may come to have a different meaning. It may be that future school children will connect the "Revolution" with the events beginning in 1933 which witnessed the development of the New Deal and the fundamental changes in the government and life of the United States. This year may mark a turning point in the history of the United States—the end of one era, the beginning of another. Possibly 1933 may come to be regarded as a pivotal date like 1776, or 1789, not to commemorate the formal proclamation of Independence from Royalty nor the beginning of the revolt against Tyranny, but rather to mark the time when at the dictate of stern necessity, Americans, peacefully and without violence, embarked upon an experiment and bartered a part of their liberty in order to procure greater equality.

You know in America the Revolution was

like a surgical operation. It is like having tonsils taken out—when it lies in the future it is dreaded; when it is successfully passed, it becomes an object for conversation and celebration. Daughters of a revolution long ago are honored; Mothers of a Revolution to come are feared. So that it may be the term "Revolution" will not find popular favor with reference to current events. It is possible that our people will find comfort in believing that we are making no fundamental change and that the old order is continuing with only slight modifications. I have heard statements to that effect from high places. But we school teachers, no matter how conservative we may be or may appear to be, we must not delude ourselves. It is our task to plan the educational program so that it will serve the best interests of the American people.

To properly perform this task we must appreciate the changes that are taking place under the New Deal. We must analyze the social order that is projected; we must understand the fundamental character of the innovations that have been made. Whether we use the term "Revolution" or not, the events since Inauguration Day have given to the American schoolmaster the greatest challenge that he has ever received, for we can agree with Tugwell, I think, that March 4th may be taken as the low point in our history.

"Borne down by one disaster after another," he says, "overcome by almost complete paralysis of the will, we stood bowed, a nation without a leader, lost; business crept to a standstill; millions of blameless people shuffled in bread lines; every bank in the land was closed; blocs in open revolt, declared their creditors, of the law. We hardly knew we had a government any longer, none of us who lived through the tension and hysteria of that grey Inauguration Day will ever forget it."

Nothing truer than that last sentence! I think none of us who lived through the tension and hysteria of the meeting in Minneapolis a week ahead of the Inauguration will forget it. Blind, unreasoning fear held the country in its grip. There was a hush on the sidewalks of New York. I never saw New York like that, just quiet all over town. It was for a Paris like this that Ste. Genevieve prayed; it was for such a Rome that Horatius held the bridge. But it was no Attila, no Tarquin we had to fear. The enemy was with-

*This address before the M. S. T. A. Convention in St. Louis was printed in the December number of this magazine, but due to the fact that an uncorrected stenographic report was used for copy and not carefully proofed it was so full of errors that fairness to both author and reader demands its re-printing.

in our gates, within our hearts. Competition unrestricted, selfishness uncontrolled, stupidity and turpitude had almost brought the nation to its knees, and it was this enemy that the new government mobilized its forces to defeat.

I want you to listen carefully to my next sentences because the New York Times got hold of the last part of this talk about two weeks ago and they came out with an editorial saying that I was opposed to the events in Washington.

Whatever criticism may be made of Roosevelt's administration, whatever objection may be raised to developments at Washington, we must always remember the state of affairs last March and be grateful for the courage and resolution that was shown, for we thought we were lost and hope had vanished, but we find confidence has been restored. In a short space of one hundred days all was changed. We must always be thankful for that.

THE ONE HUNDRED DAYS

My argument as I follow it, as I have developed it, exactly, slowly, will be that the New Deal as it stands has a chance of turning into despotism, but that if we have increased, and adequate, intelligent education, then our liberties will be safe. I want to make that point very plain.

It was a novel task that confronted the government, far more complicated than waging war. There was little precedent upon which to act. Tugwell puts the problems as follows:

"The government's house had to be set in order and its credit re-established. The faith of the people in their banks had to be restored. Food and shelter had to be provided for great masses of hungry and homeless, and this task was but a detail in view of the longer task beyond. The longer task was to get the wheels of industry turning, to put millions back to work, to restore to the people of this country a reasonable assurance of security. That is still the test by which all our present efforts in the end must be judged." Says Tugwell, "Unless we can make the people feel again that for the man who wants to work, work will be provided, unless we can by balancing the allocation of enterprise assure a decent standard of living for all who do their part, unless not with words but with jobs we can make the ordinary man and woman feel that their lives and efforts are wanted in this society, then our plans will have failed."

Now you and I know that such a program is beyond the experience of the old American government. It is one thing to direct the Army, the Navy and Foreign Service, to operate the post-office and national parks, to maintain lighthouses and deepen rivers and harbors; it is quite another to restore buying power to the farm, to raise price levels, to establish means of self control for Agriculture and Industry, control competition, to enlarge incomes and to secure our people against risk. The old machinery never did this. The New Deal required a new dealer, and as we know, in order to deal properly you have to have the

deck in your hands. This is the essence of the government under the New Deal. There is a double concentration. The federal government has assumed powers far beyond anything hitherto contemplated, and within the federal government itself these powers have been centered in the Executive.

Thus the New Deal first seeks to remove from private individuals, from localities, and from state, and to concentrate at Washington, the power of national planning, the control of exploitation and competition, and the management of the huge combinations that must prevail if the wealth which they develop is to be justly distributed.

THE NEW DEAL BREAKS WITH THE PAST

The second step is to confer these powers on the Executive. Under the Reorganization Act, the National Economy Act, the Relief Act, the Farm Act, and the National Recovery Act—it sounds like a college yell—and the other acts in the one hundred days, at least seventy-seven powers were transferred to the Executive,—among them the power to control and administer all business and industry; to govern production, prices, profits, competition, wages and hours of labor; to reapportion private wealth and income throughout the nation; to produce inflation in the interest of certain classes and power specifically to reduce the gold value of the gold dollar one-half—that is conferring the power simply by proclamation to double the price of everything that is priced in dollars and to halve the value of every obligation payable in dollars, such as debts, bonds, mortgages, insurance policies and bank deposits.

These acts of the New Deal constitute the sharpest break with the past in the history of the United States. Our fathers set up a government of laws, not a government of men. The New Deal sets up a government of men, not a government of laws. Our fathers set up a government with powers divided between the states and the nation, between the three branches of the federal government, between the Senate and House of Representatives; the New Deal concentrates these powers in the Executive. Truly we are living through a revolution. To defeat the common enemy, we have established what amounts to a dictatorship, and the interesting feature of the New Deal and the New Day is that the people seem to like it. There is little protest. If the President can deal the cards let him deal. If any man can play the pipes, in God's name let him play.

Now in the old days the American people would not have welcomed a dictatorship. Those who were brought up on the words of Locke, those who read Jefferson, Adams and Monroe, those who were bred on Thomas Paine, Noah Webster, *The Federalist*, and the other writings of Hamilton and Madison, had aroused in them a love of freedom. It was "Oh, sweet land of liberty, of thee we sing; oh home of the brave and the free." They said, "Give

me liberty or give me death!" They set up a government of checks and balances and they reserved to themselves, to their families, to their localities and to their states all of the power possible. The constitution of the United States almost escaped ratification on account of what was believed to be too great transfer of power. Get down Madison's Journal and read it again. Read Beveridge's Life of John Marshall and catch the struggle in the early days about this transfer of power to Washington.

Why did our ancestors love liberty? The student of history knows why. From an examination of the records of the past, he learns to appreciate the unhappiness of life under a despot and the injustice of existence under a tyrant. He also knows what we sometimes forget, that economic tyranny is just as bad as political, and that they go together. The American dream was not only an urge toward a new civilization. It was a flight from despotism, political and economic. The Statue of Liberty, I think, ought not alone to be holding the torch and looking onward. I think the Statue of Liberty should be looking backward with fear from what she has come. Too long had our ancestors lived under a system where taxes were farmed out to be collected on the basis of all the traffic would bear. One needs only to read—or—to learn of the misery caused by such a system—the enforced labor of the poorest and a sales tax upon the necessities of the most needy and he will thus appreciate the hopelessness of life where trade, industry and business were in the hands of closed corporations, operating under the favor of the government, where prices, quality and standards were fixed by central authority.

I have no doubt many of you have been in a little French village and as you walk down the street every house looks alike. You walk in one door and you are in a barnyard, you walk in the next and you may be in a shoe shop, or a wood carver's place, and you go in the next and you will be in a beautiful home. Now over here you can go down any street and you can see where the banker lives—you can tell by the plate glass window; you know when you get down across the railroad tracks, you are in a poor part of town. But in a European village they all look alike. Do you know why? The representative of the government would call in the villagers and say he was going to auction off the taxes, "And how much do you want? And you; And you? And you?"—and they collected all they could. They had to work the roads not just a day or two but the poorest and most needy had to put in weeks and weeks working for the government without pay. They paid sales taxes on salt and the most fundamental necessities. They could go milk the cow but they could only sell the milk for that price set by the government. They could thrash their wheat and sell it, only at the price set by the people down at Paris. Do you know why handkerchiefs are not oblong?

I see no reason why handkerchiefs necessarily should be square. But handkerchiefs are square because they were made by the French under an order to that effect.

Now do you know that some of our ancestors fled from a condition of economic affairs which very much resembled the New Deal? That Clarendon in England under Charles II and James II, that Colbert in France when Louis XIV was King—let me tell you an instance about Colbert. Under Louis XIV, conditions had grown worse and worse. The taxing system had broken down. Out of \$84,000,000.00 revenues the people paid, only \$23,000,000.00 reached the treasury. The galleys and prisons were crowded, not with criminals but with defaulting tax-payers and collectors. The people were impoverished. Despair stalked the land. Trade and agriculture were dead or fast dying. The time had surely come, Sargent says, for drastic reform.

THE PARALLELISM IN COLBERT'S NEW DEAL

Colbert was the man of the hour. Immediately upon his accession he proceeded with the utmost vigor, and permitted by the King, set up an economic program which put France upon her feet. He simply unified and made more just the taxing system. The revenues began to reach the treasury. The succession of acts in his program were the following: First, he removed various obstacles to trade within the nation; systematized and unified duties; repaired bridges, roads and causeways. Secondly, he resolved to develop France as a national unit. He wouldn't allow them to import anything from abroad except skilled workers, and with the new skilled workmen from abroad he established new industries, and to these new industries guaranteed advantages and privileges if they would only come to France. That is the time when France brought the lace industry from Venice and the glass industry, that is when France brought the woolen industry down from Flanders, and many of the great manufacturing establishments of France date from the time of Louis XIV under Colbert. He established the Royal Council of Commerce to advise the King with regard to trade. By circulars and systematic propaganda he encouraged people to manufacture, and men of wealth to buy stock in factories. He encouraged manufacturing by granting exclusive rights by royal patronage and by royal subsidy. He didn't give them a Blue Eagle, but he did give the Fleur-de-lis; he arranged for the government control of industry, determined standards of quality and size. I have eight volumes in small type and big pages, eight volumes of what Colbert and his associates wrote in minute directions to every industry in France. They issued a Code for every industry. These codes or regulations he enforced by inspection, by exposure and confiscation and inasmuch as their currency was in coin, he couldn't inflate that, but he did debase the coinage, reduced the amount of gold in French money.

The student who is interested in Colbert, can find many interesting parallels between his policy and that of the New Deal. Colbert revived France, brought wealth to the Kingdom, provided employment for the people. In his *Memoirs* of 1680 he says with pride, "All these establishments have provided a living for an infinite number of persons and have kept the money within the Kingdom."

This plan worked for a little while but it couldn't last. As Sargent says—and get this; I have got to bore you with quotations but there are some of them I think are pretty powerful quotations—he says, "Idleness and indifference in the people no less than in their magistrates, the solid conservatism of ignorance, of natures content with things as they are and always have been, incapable even of realizing the infinite possibilities of improvement, these were barriers too strong for the forces of persuasion and good counsel."

And when you cut out persuasion and you cut out good counsel, you have to resort to force. A huge bureaucracy was set up. Rules, regulations and precedents, interpreted by minor functionaries of the King substituted for the wisdom of the genius, with the result foreign trade began to decline and the people to complain. The populus set up a squawk, as General Johnson calls it,—a squawk that in a century led to the French Revolution.

It is this government control of business, temperate in the hands of the great man, despotic in the power of the functionary, which develops the love of liberty. It explains the emergence of Turgot, his brief period in office, the rise of the privileged classes to effect his downfall, and the resurgence of his ideas in the French Revolution, a decade after his death. The Revolution in Russia, the triumph of the Fascisti in Rome, the New Deal in America, each put the government into business. It is of interest therefore to note that the first acts of the people of France after 1789 were to take the government out. Dictatorship of business as well as dictatorship of politics tends to degenerate into despotism.

DICTATORSHIP AND LIBERTY

Now it is obvious, however, that nowhere in political science can we discover an ideal government. There is no set standard upon which wise men unanimously agree.

Madison wrote to Jefferson in 1788, when they were discussing the merits of the proposed constitution: "It is a melancholy reflection that Liberty should be equally exposed to danger whether the government has too much or too little power and that the line which divides these extremes should be so inaccurately defined by experience."

The government of the United States, checked and balanced, divided various ways, was once capable of meeting most of our needs, but it couldn't function in the Civil War nor in the World War. Dictatorial powers were granted to Lincoln and Woodrow Wilson. When the emergency ceased, the government

resumed its normal aspect. In the present necessity, dictatorial powers have again been granted and far more comprehensive functions have been assumed by the government. When our government had too little power, our liberties were endangering the life of the nation. Now it is capable of meeting the needs of the day, need we fear degeneration into despotism?

America has won its liberty at the price of lives and property, in the effort of many who have gone before. These liberties have been cherished and handed down to us. We should not trifle lightly with this heritage. "Every free people," says Rousseau, "should remember this lesson—that democracies may acquire liberty, yet once this inestimable acquisition is lost, it is absolutely irrecoverable." Is it possible then to proceed under a dictatorship and at the same time to guard our liberties?

Now writers on government agree that dictatorship unchecked will degenerate into tyranny. How can we check it? The simplest method is to limit the time of office. The Romans elected a dictator for six months. At the expiration of which time, the powers reverted. Rousseau in discussing this in his "Social Contract" says:

"After all, in whatever manner this important commission [dictatorship] may be conferred, it is of consequence to limit its duration to a short term; which should on no occasion be prolonged. In these conjunctures, when it is necessary to appoint a dictator, the state is presently saved or destroyed, which causes being over, the dictator becomes useless and tyrannical."

A number of the Acts of Congress, under the New Deal, guard our liberties by limiting the time. But one wonders whether the war parallel holds good. The enemy appears, the dictator is appointed, and the war is waged. If lost, there is no power left; if won, the crisis is past. But the war which the New Deal is fighting is waged against no temporary foe. It has assumed a task which is likely to be perpetual. It seems improbable that a government which presumes to manage industry, agriculture, and commerce in times of chaos can quietly step out and allow the same events to occur again.

A second guard against degeneration of dictatorship into tyranny is the right of selection and removal. The American people elected President Roosevelt. Their representatives in Congress conferred the power upon him. What was given can be taken away, almost whenever we like. It is not uncommon to confer dictatorial powers in other enterprises,—upon university presidents and deans, upon superintendents of schools, upon hospital superintendents, upon engineers in city engineering departments and water works. There we have a government of men not a government of law. Whenever we like we can guard against despotism there by removing them and electing a successor. But in the case of the New Deal there is at least room for doubt as to whether the power of selection

and removal will constitute an adequate safeguard. The large powers over business will accrue not only to the individual incumbent but will attach to the office as well. Of necessity a large and powerful group of subordinates will take over a share of authority. We know the avidity with which bureaucrats lap up power and build themselves into permanent possession of a function, an office, or a prerogative. You cannot guard it by limiting the time. You cannot guard it by removing and selecting officers. You can't guard it in law. The only possible limitation on dictatorship of this type is education. When people are basely ignorant no government is possible other than tyranny. Madison's oft quoted statement in his letter to W. T. Barry illustrates this:

"A popular government without popular information, or the means of acquiring it, is but a prologue to a Farce or a Tragedy, or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

EDUCATION AND GOVERNMENT

It is said that one reason for the early success of "the American experiment" was that the people knew something about self-government. Already they had had a century and a half of experience. They had built roads and bridges, they had drained the swamps, they had supported schools, they had waged war, and they had taxed themselves to support these enterprises. By personal experience they had prepared themselves. It is also true that the problems of government were interesting to the people of that day; and the idea of building a new society on a new plan for new purposes had captured their imagination. The huge circulation of the pamphlets of Thomas Paine and Noah Webster testifies to the people's interest in and knowledge of governmental problems. The way in which Freneau and Alexander Hamilton discussed at length and in detail the issues of the debt, the bank and the Jay Treaty, as well as the issuance and effect of *The Federalist*, indicates that a significant part of the public would read if offered the opportunity, would discuss if presented the issues, and would act in accord. The debating society, the country store, even the taverns were *fora* for political speculation. Members of Congress felt themselves responsible to the part of their constituents who both knew and were concerned. The problems of government were not beyond the experience of those at home. The course had already been charted. No dictatorship was needed. No tyranny would be tolerated.

It is only when a brand-new problem comes along that the directors of government may have to go beyond the people.

Let me give you a little quotation from Morley's "Life of Gladstone." It is a little bit involved but it illustrates the principle. Morley opens one chapter as follows: "At the beginning of 1870 one of Mr. Gladstone's colleagues wrote of him to another: 'I feel

that he is steering straight upon the rocks.'" The occasion was the mix up dealing with the land tenures. The difficulty arose from the huge and bottomless ignorance of those in whose hands the power lay. Mr. Gladstone in the course of these discussions said, and said truly, to the learned Sir Oliver Palmer, he knew no more of land tenures in Ireland than he knew of land tenures in the moon, and in the beginning much the same might have been said of the Cabinet, of the two houses of Parliament and of the whole mass of British electors. "No doubt one effect of this great ignorance" says Morley, "was to make Mr. Gladstone a dictator. Still ignorance left all the more power to prejudice and interest, and it is always a temptation to meet prejudice and interest by force." To give, and to use the delicate term attributed to General Johnson, to give them a "sock on the jaw."

Judging by the standard of education then, there are four kinds of government. There are the ignorant leading the ignorant—that is tyranny. There are the ignorant leading the wise—that is the prelude to revolution. There are the wise leading the ignorant—that is dictatorship. There are the wise leading the wise—that is the ideal democracy.

If we review the present situation of the United States in this light, we see that the crisis of 1933 has caused the Federal Government to assume power over functions and prerogatives hitherto in private hands; it has forced into public office men who know; it has compelled experimentation in the public direction of economic processes, sometimes by persuasion and propagandizing, sometimes by psychological or physical coercion. The leaders are none too certain of their solutions, but the people know far less. Thus, at the moment with us, the wise or semi-wise are leading the ignorant; and, if this condition continues, it is almost certain to degenerate into tyranny. The problem is obvious.

If Americans love their liberty, if they hope to make the democratic experiment succeed, if they wish to avoid servitude in the future, it is imperative that the knowledge of the people begin as soon as possible to approximate the knowledge of the leaders; that the people come to know the problems which their leaders are attempting to solve, sufficiently well to enable them to distinguish success from failure, to permit them to cooperate with a will rather than to yield obedience which must be blind and sullen because it is forced.

"And say finally," wrote Jefferson to Madison in 1787, "whether peace is best preserved by giving energy to the government, or information to the people. The last is the most certain, and the most legitimate engine of the government. Educate and inform the whole mass of the people. . . . They are the only sure reliance for the preservation of our liberty."

THE "NEW EDUCATION"

This is the reason why the New Deal demands a new education. The basic studies, the three R's, languages, history, science and

mathematics, still hold their place. The old faith in any educational process well done still has its worth. But education of this sort will do as well for Japan or Soviet Russia as for our own country yesterday or tomorrow. The education required by the New Deal must go far beyond this.

It must have as its aim the production of citizens who understand the society in which we have lived, the evil effects of selfishness, the social suicide of cut throat competition and the stupidity of narrow nationalism in a world society.

It must hold as its purpose the production of citizens who will have the background and knowledge sufficient to judge clearly the effort of our leaders toward economic reconstruction. Our people may know the geography of South America; they may be able to list the capitals and rivers of the various states; they may be able even to spell correctly the words "economics" or "justice"; but they must in addition know what these words mean.

Let me give you an illustration. This summer up in my home state of Connecticut, the milk producers have been trying to get seven cents a quart for milk. They got it. Now appear the consumers protesting because they have to pay fourteen cents. Is the spread in price just? Many factors must be taken into account in the proper answer. But at the moment those in power—and Charles A. Beard, I may say, the famous historian is one of the members of that board—are trying to settle these difficulties, and they are handicapped because despite the fact everybody uses milk, cream and butter, nobody, neither producer, processor nor consumer, knows enough about the milk industry as a whole, its problems, its difficulties, either to make a wise decision or support a wise decision if made. Until the people know either the producers will be starved, the processors will go out of business, the consumers will be robbed or they will resort to a dictator to settle the problem and enforce a solution which the people should be able to make for themselves and which needs no enforcement beyond popular approval. Wheat, cotton and corn, mining and transportation, manufacture, trade, each has its manifold problems, each must be brought under the influence of the New Deal; each is a challenge of all the knowledge and wisdom of our leaders. The people should know.

I don't know whether Professor Brunner told you last night about the work he is doing in preparing materials on the various aspects of the New Deal for use in the schools. These materials some of them are out already and some on the way to be distributed without cost, and some at cost.

The first demand made by the New Deal then should be a new kind of education, an education broader than that hitherto offered, one directed to a just assessment of good and evil found in society operating under a democracy, in a fiercely competitive world. Much attention should be paid to the methods, I think, in the past and present. There is little

new in the world. New Deals have been made time and time again. The citizens of America should know this but should also know full well that this is the first time in history that we have had the power age with an economy of plenty consequent upon it.

This is Education's task—it is one of great magnitude. It is impossible to accomplish in a few hours, a day, a few weeks, a year, a few years—of the ordinary school term. It means extended education. It is fortunate in this connection that it is apparent as boys and girls under twenty will not be wanted in industry, certainly it will take at least fourteen years of schooling as well as extended adult education later on for teachers to be able to produce men and women who will meet the new standard.

Furthermore this program must be given to all of the people.

The United States cannot afford to have education advanced in one part of the country and backward in another. Ignorance in any point, however remote, is a source of danger. I wish at this time to take occasion publicly to compliment your State Superintendent of Instruction in Missouri, who has taken such an important, exceedingly important place at the opportune point, to secure what I believe to be fundamentally necessary—national aid for education in this emergency.

THE CRISIS IN EDUCATION

Not only must our philosophers, economists, and sociologists guide the curriculum toward an understanding of the New Deal and an appreciation of the problems of the Power Age; not only must our statesmen take heroic financial measures to keep education alive; but there is the larger aspect which is, of course, the real problem. There was once a time when Americans loved liberty and feared tyranny; and it was to perpetuate this spirit that the means of education of that day were directed. Sometimes it was the function of the school; more often of the less formal agencies of popular education. For the American who had just escaped from political and economic despotism kept "the fierce spirit of liberty" alive in his breast and took pains to arouse it in the hearts of his children.

For we know that the torch of liberty needs loving care. Unattended and unworshiped, it flickers and burns low. It was the Jacobin Clubs, throughout France, carrying on one of the most effective programs of adult education that the world has ever seen, that laid the foundations for the French Revolution. It was citizens' clubs and private, often secret, schools that by education liberated Bulgaria from the Turk. It was the American school, the American press, the American pulpit that gave the battle cry of freedom. We must revive that spirit to-day.

For the American people, having learned to clear the fields, build the railroads, mine the coal, and erect the factories—masters of all that around them lies—have been unable to control themselves. Rugged individualism,

possible in a wise people, masters of their fate, broke down in the fever following the World War. We have passed the crisis. We have chosen capable leaders and we have granted them large powers. If we read history aright, this may be the beginning of despotism. Mirabeau was followed by Robespierre and Napoleon. Kerensky gave way to Lenin and Stalin. Too often wisdom and public spirit are followed by greed for power. A people can guard against this succession

by limiting the time of dictatorial power, by exercising the power of selection and removal, and by written law. None of these will be fully effective in our case. The only hope is education, widespread, thorough, comprehensive, and liberal. "What spectacle can be more edifying or more seasonable," wrote Madison, "than that of Liberty and Learning, each leaning on the other for their material interest and surest support?" What task more patriotic?

*REPORT OF NECROLOGY COMMITTEE

By Jno. L. Bracken

WITHIN TWO DAYS AMERICA will celebrate the 15th Anniversary of the signing of the Armistice which brought the World War to a close and marked the conclusion of the first tragic epoch in this troubled era. Throughout America, citizens will assemble to do honor to those brave men and women who offered their labors and their sacrifices for their country. Special honor will be given to those heroic men and women whose supreme sacrifice was accepted as it was laid on the high altar of freedom. Our citizens will be adjured to rededicate themselves to the completion of the task which these men and women so far nobly advanced. It is fitting and proper that we should do this.

It is also fitting and proper that we should pause for a moment in the deliberations of this great Convention to do honor to those of our comrades who have fallen within the past year. This war is real. Our war is not made military by the blare of bugles and the ruffle of drums. It is not made resplendent by the flash of uniforms and the flutter of flags. Ours is no conscript army. Our war may not be terminated at a given moment by the signing of an armistice. This is the war of civilization. It is the war of knowledge against ignorance, of judgment against prejudice, of light against darkness. It is civilization's continuing, eternal warfare, whose battles are fought, not in the open fields, but in the home and in the school with lives of little children.

The names of these fallen comrades have been made known to you. Perhaps this roll of honor is in your hands at this moment. To many of us the names of these fallen comrades are merely recognized as those of soldiers in another division of Missouri's educational army; but to others these names glow with the warm radiance of friendship and we feel again the aching void which only the passing of a friend can give.

These people were vital; they were human. Short days ago, they felt dawn, saw sunset glow and now they lie in teachers' graves. But from their failing hands they threw the torch that we, to its light might add our own. These comrades fell at one of the battle's darkest moments. To many it seemed that the tide of battle was going against us. Yet I believe and you believe, and I know that they believed, that the darkness merely preceded another dawn; and I know that if we can capture the vision, the patience and the persistence of these fallen comrades, we will be able to carry this campaign on to its successful phase and usher in a new day for education, a new day for civilization. I only hope that somehow, as we charge the breastworks of the enemy, our victorious shout may be translated into some thin elfin song which may reach their listening ears.

And now in solemn memory of these departed comrades and in sincere reconsecration to the completion of the task which was theirs and is now become ours, I ask you to stand with me for one silent, meaningful moment.

*Presented to the Assembly of Delegates, M. S. T. A. Convention, St. Louis, Mo., Nov. 9th, 1933.

In Memoriam

The following teachers have died
during the year 1932-1933

- Alexander, Eula C., Columbia
Alexander, Ruth, Platte City
Baker, Sam A., Jefferson City
Barnes, Mrs. Alma Juden, Alton, Illinois
Behen, Agnes M., Kansas City
Bilderback, A. F., Kansas City
Billmeyer, Mabel, St. Louis
Blagg, Albert S., Bernard
Brannum, Mrs. Helen, Hayti
Burnett, John, St. Joseph
Casey, Helen R., St. Louis
Charlton, H. H., Columbia
Clemens, Leona E., St. Louis
Defoe, Luther M., Columbia
Doling, Mrs. Fannie, Springfield
Douglass, Alexander E., Kansas City
Douglass, Thomas J., Kennett
Fausset, Mrs. Neva F., Milo
Fox, Hazel G., Unionville
Gardner, Chas. R., Maryville
Gebhard, Caroline, St. Louis
Gernhardt, Anna, St. Louis
George, Edith, Centerville
Hart, Maynard M., St. Louis
Hayden, Myrtle, Warrensburg
Hefferman, Mary F., St. Louis
Hicks, Fay, Siloam Springs
Holt, Anna Mae, Maryville
Hoch, H. F., St. Louis
Humphrey, A. S., Kansas City
Ingram, Opal, Parnell
Joggerst, Lenora, Ste. Genevieve
Jones, Ada M., Kansas City
Jordan, Leonard, Platte City
Kampmann, Bessie, St. Louis
Kelley, Anna J., St. Louis
Kircher, Katherine, Harrisonville
Lewis, Margaret M., Kansas City
Livingston, Winifred, Potosi
McKay, Virgil, Kennett
Mann, Mollie A., St. Louis
Metcalf, Mary E., Wellston
Miller, Alpha, Millersville
Moffett, Mrs. R. M., Montevallo
Moller, Corinne, St. Louis
Moore, Fannie, Lawson
Moss, Fred S., Jr., Anderson
Naunheim, Susan H., St. Louis
Noell, Bertha S., Dexter
Operle, Norman R., Ste. Genevieve
Peters, Pauline M., St. Louis
Price, Jettie, Tarkio
Reynolds, Ernest G., St. Louis
Rowden, Mrs. Glen, Big Piney
Salmond, Jane, Tarkio
Savage, Mrs. James J., Inglewood, California
Schall, Ruth, Parkville
Schneider, Irene M., Kansas City
Shriver, Mrs. Mildred, Webb City
Smith, Thomas B., Fayette
Stock, Oliver W., Hope
Storr, Ruth E., Kansas City
Sullivan, Mary E., St. Louis
Taylor, Frances M., Kansas City
Taylor, Margaret, St. Louis
Thomas, Mrs. Anna B., Fairfax
Thudium, M. D., Joplin
Toner, J. V., Boonville
Van Mater, Mrs. Bernice Sloan, Southeast Missouri
Vert, Edmund J., St. Louis
Vickroy, W. R., St. Louis
Walker, Carrie, Bloomfield
Welge, Martha, Marthasville
Ward, Mary L., St. Louis
Wentzel, A. Louise, St. Joseph
Wilson, Nettie M., St. Louis
Wingo, J. M., Bolivar
Yandell, Mrs. Ethel, Ava

Federal Office of Education Alert to School Needs

PUBLIC WORKS PROGRAM TO INCLUDE SCHOOL BUILDING NEEDS

A LETTER from U. S. Commissioner of Education George F. Zook to State Superintendent Chas. A. Lee brings the information that the Special Board of Public Works has approved an allotment of \$250,000 to the National Planning Board to stimulate state, local and city plans, and that school plant needs are included in the appropriation. Commissioner Zook takes occasion to thank Superintendent Lee for "the very valuable assistance he has rendered to the public Works Administration as a member of the Advisory Council in planning this work.

The proposal for a Nation-wide, Long-range Study of School Plant Needs as a Part of a Comprehensive Survey of Public Works Needs, which Mr. Lee helped to work out, is briefly sketched as follows in a summary prepared by the Office of Education:

1. That a nation-wide, long-range study of school plant needs for public schools be undertaken in order (1) to work out a school plant program for the next five-year period so that the schools may be equipped to meet the new responsibilities for a greatly enriched and extended educational program for both children and adults, made necessary by recent social and economic trends, (2) to estimate the cost of such school plant programs for each State, and the employment made available through such programs.

2. That this long-range study of school plant needs be made as part of a comprehensive survey of the possible development of the physical plant for community living in the light of probable trends in community life.

3. That the long-range, comprehensive study of the community needs with respect to the physical plant, including the survey of school plant needs, be made by the Public Works Administration under the authority of the present Act to develop a comprehensive plan of public works.

Pertinent to the question of the building program, of course, is the whole problem of education or what use is to be made of the buildings. On this question the approved report to the Secretary of Interior has this to say—

Implications of the National Recovery Act for Education.

Under the National Recovery Act, child labor has been abolished for children under 16 years of age. This is what we have all worked for, for many years. It means, however, that the schools will now have to provide educational opportunities for the children between 14 and 16 who were formerly at work or trying to get work. Furthermore, with the increasing technological unemployment of adults even in prosperous

times, it is obvious that children from 16 to 18 years of age will not be permitted to compete with adult men and women for employment in an industrial system where the total number of available jobs is decreasing. This means that the schools must provide educational opportunities not only for children under 16 but for those between 16 and 18.

The question is being raised in many quarters now, notably among the business groups, as to whether the country can afford to give all children a high school education. The assumption is that this is a luxury which children are asking for because of their great desire for more education. The fact is, however, that children are entering high school in greater and greater numbers not only because they want an education but because there is no place for them in industry. The question is not whether we can afford to give children a high school education. The question is what we are going to do with them if we do not give them a high school education. Prevented from entering industry, and not permitted to enter high school except perhaps by payment of tuition, these children will be able to do nothing but loaf, but their education will be going on all the time, an education on the streets and alleys and in cheap amusement places, an education that will utterly unfit them for meeting the responsibilities of a complex civilization the problems of which are becoming almost too difficult for us to handle. The army of young wandering boys, estimated at 300,000 to 500,000, is an eloquent warning of the appalling problems that we are piling up to solve in the not distant future. Putting these boys into camps, creating special kinds of organizations to take care of them is not the answer. The thing that has to be done is to reabsorb them into the normal life of the community, and to create conditions so that the number of those on the road will not be added to. That is the school's job, but to make good on it they must have school plants adapted to meet the needs of the youth of present-day civilization.

But the school's responsibility does not stop with the education of youth. In an industrial civilization where there is a constant shift in kinds of work and kinds of industry, and where a new technological advance throws whole communities out of employment, the school must undertake to reeducate the men and women whose means of livelihood suddenly vanish because of some new technical process. This is a permanent, not an emergency, problem, which the school must undertake to solve.

Finally, the shortening of the hours of labor for adults means that the schools have got to tackle in real earnest the problem of ac-

tually providing for leisure-time activities, instead of merely talking about it. They must provide opportunities for recreation, for the enrichment of living that comes through knowledge of, and skill in, the dramatic arts, in music, in science, in crafts, in all the varied activities of a civilized human being.

The modern school must have its roots in, and grow out of, the life of the community and change with the changing needs of that community life. There are certain things which every school must provide, though the emphasis may differ in different communities. For example, there must be ample space for both outdoor and indoor play and recreation for children and adults. This means that school plants must have large sites, 5, 10, 20 acres in size, so that there may be space for playgrounds for the younger children, and athletic fields, tennis courts, volley ball courts for the older children and also for adults; space for gardens to be worked by the children, space for animal husbandry and plant culture; and also park space that adults may use during the day.

Because health is of fundamental importance modern schools must have space for doctors' and nurses' offices, health clinics and dental clinics; there must be well-planned gymnasiums and swimming pools with enough lockers for the use of adults as well as day-school pupils. There must be rooms especially equipped for science, art, crafts, library, music, shops, not only because these activities are part of the education of a civilized human being but because they are essential in the leisure-time program for adults. As a matter of fact, in the long run, the leisure-time program for adults can only be solved satisfactorily when these adults, as children, develop tastes for interesting, creative use of leisure through a knowledge of, and skill in, the arts and sciences. There must be an auditorium designed and equipped so that it may become the little theatre of the community.

There are many such school plants already in this country. Consequently, this type of school plant is not a dream of the future, but an actual accomplishment of the present time. It has been proved over a period of years that this type of school is not only educationally desirable but gives far greater value to the community for the money invested. The difficulty is that not all communities have such school plants, nor does any one community have all its schools equipped in this way.

It is clear, then, that we are not interested in making a long-range study of school building needs with a view to determining how many more classrooms are needed to accom-

modate the present enrollment in elementary and high schools. Such a proposal would probably be met with the statement that school buildings are overbuilt at the present time. What is meant by that is that the seating capacity of the school is equal to the enrollment. It is probably true that, if the chief problem of the school is considered to be to supply a seat for every child to sit in while he studies the 3 R's then in many communities the number of seats may be adequate to accommodate the number of pupils at present enrolled, at least in elementary schools, although no comprehensive data on that subject have yet been collected.

On the other hand, if the school plant of the country is judged from the standpoint of its adequacy to meet the needs not only of children now enrolled in elementary and high schools but of the 2,504,986 children from 14 to 18 years of age who, in 1930, were not enrolled in any school, public or private, and for whom there is now no place in industry, and of adults who must be reeducated for changing industrial civilization and for whom leisure-time activities must be provided, then the school plant at present is not only not overbuilt but is appallingly inadequate. It is as ill-adapted to present-day education as a stagecoach would be in the field of transportation.

Creating a new environment is half the battle in creating new habits. It is difficult to carry out new methods in a physical environment every detail of which tends unconsciously to keep you in the same old rut. It is difficult to teach music, art, science, or shop work in rooms full of fixed seats; it is impossible to develop a real play and physical education program in a school without playgrounds, or with a basement gymnasium. Attempts to develop programs for leisure-time activities for adults as well as children can only result in discouragement and lack of interest when there is no auditorium or other adequate room for such activities.

The purpose, therefore, of the long-range study of school plant needs is not to add more classrooms to buildings already surfeited with them, but rather to take stock of the school plant of the country with a view to modernizing it so that it may meet the demands being made upon the school by our complex and rapidly changing civilization.

Such modernization of the school plant is of particular importance for rural areas as well as cities. If the population is to be gradually drawn off from the large cities and decentralized in smaller communities, then a school plant which is the social, educational, and recreational center for adults as well as children is of vital importance in the organization of such communities.



OUR RURAL SCHOOLS

By Miss Ada Boyer

THE FUTURE OF OUR TEACHERS

JOSH LEE SAYS the use you make of ten minutes proves what you would do with years, the use you make of your little money proves what you would do with millions; and just as surely does your use of your power and position in the rural school prove what you would do in a different teaching field. The town school with its convenient superintendent upon whom to shift responsibility would find the teacher lacking in initiative, ability and vision if her rural school found her lacking; but the one who succeeds in rural schools will succeed elsewhere if she takes her work in the same spirit.

Just now, more than in normal times, the rural teacher is lamenting her isolation, her lack of intercourse with fellow-teachers, and her forced association with those who have few interests in common with her. Yet here at hand lie golden opportunities. Let us consider them:

Somewhere in some isolated hill-billy school there is a coming great, and any number of fairly great, educators. I do not mean pupils, I mean the teachers themselves. Some teacher now teaching every subject is finding one special phase of her work particularly fascinating. There is no surer way of deciding upon one's special field of teaching than by teaching everything from the making of paper dolls in the first grade to difficult science lessons in the eighth grade. Advisers in colleges and universities can never help a person find this right field so well as can fifty youngsters. These educators—our present teachers—are now unconsciously choosing their work; they have time in which to experiment and time to give the matter careful thought. And the chances are they think themselves very unfortunate these pay-less days.

Just think of our needs that must later be supplied! We shall need some teachers in our School of Journalism up at our University some day. How about the success of a district school paper? Isn't that an excellent entering wedge? Of course, one scarcely graduates from editing the one-page paper to being dean of the School of Journalism, but the school paper can be the first step. Our Ag College will need teachers ten, fifteen, twenty years from now. What are you doing with your agriculture class today? If it is the most fascinating class on the whole program, then countless places are open to you—agriculture teacher, soil expert, seed analyst, county agent, home demonstrator. What a field from

which to choose! Perhaps you like music best. Then a year of teaching music should give you an adequate knowledge of whether you wish to teach it and nothing else. Playground supervisors can start well on some two-by-four playground with a six-by-eight group of children. What you would do with fifty children there you would do with four hundred later on. Every phase of teaching is open for inspection when one does rural work, and that alone would seem ample compensation for giving one's best during what is to most teachers merely an interlude before other positions open.

Other fields also offer tempting possibilities to the young teacher. From my home south to the state line, we have the Ozark Region. A chance is here for some young writer. The whole United States is clamoring for Ozark stories. What a golden opportunity for one who has intelligence enough to see that The Ozarks can mean more than broken English and moonshiners! The reading public is surfeited with the "them thars" and "furriners" of the usual Ozark characters, and the writer who can produce a short story or novel which will depict the sweetness, the gladness, the heartbreak, the laughter, the riches and the poverty of our hills will find that many years of toil and sacrifice have brought ample return. Our neighbor boy said to me, "You'll never amount to nothing as long as you live in the shadow of Hughes Mountain". The shadow of Hughes Mountain cannot reach my heart, but it does not lie in my power to write of the Ozarks as I see them. In fact, I have read of them as famous writers have seen them until I fear what I see does not exist at all. Some day someone will see and write and thus give to the readers a New Ozarks. However, I hope no teacher leaves her papers ungraded while she makes the initial experiment in writing.

Dean Douglas, formerly of Cape Girardeau, said to us "Be a good one while you wait." He meant for us to be good teachers while we waited for these other fields to open for us. I can mention here only a few of the countless possibilities of our work. Planning a change is legitimate, but if we neglect the work we now have, I doubt if the future will hold much success, for what we are doing with our work today we shall do with it twenty years from now. Hence, as the Dean says, "be a good one while you wait."

The Future of American Secondary Education

G. W. Rosenlof, Director of Secondary Education, Dept. of Public Instruction, Lincoln, Neb.

The opportunity for the leader in secondary education was never so great. There never was a time when we were more in need of leaders in this particular field.

May I then stimulate your thinking for a few minutes and consider with you some of the demands to be made of us as administrators, supervisors and teachers in the secondary school?

First of all, I would call attention to our basic philosophy of secondary education.

The Demand for Universality

The secondary school of tomorrow will be an institution primarily concerned with the task of not only preparing students to earn a living but live a life. This preparation will be practically universal in so far as it refers to the youth of the appropriate years of the secondary school level. Instead of there being some fifty to fifty-five per cent of our youth enrolled, we will find that because of the extension of the compulsory attendance level to eighteen years, if not higher, our secondary schools will within the next decade find their enrollments increased to a figure representing seventy-five to eighty per cent or more of those between the ages of sixteen and eighteen years. More than this, instead of twenty per cent of our high school people graduating we will see the numbers increasing until fifty per cent or more will be seeking further educational opportunities on the junior college level. What other answer can there be when the vast changes in industry make it impossible to absorb the present numbers who are waiting to be absorbed. What other answer can there be when government, itself, makes it impossible for business to utilize the children in the activities of labor and trade and denies to youth under eighteen the right, save under the most abnormal circumstances, to become a self supporting individual. Government and business have thus both made it compulsory upon society to assume responsibility for youth for at least two years longer than has heretofore been the case. There is but one way out and that is to guarantee an extension of educational opportunity.

Until very recently there was no such great occasion for concern over this matter. Today, faced by revolution in government and society, we are confronted by a mandatory condition wherein the schools will be expected and required to provide far more extensive opportunities for education and reduce to a much smaller degree the extent of selectivity now existent. In turn, there will be a consequent extension of curricular and extra-curricular activities to justify and make valuable the school experiences of these increased numbers.

*From an address before the Division of Secondary Schools, Nov. 9th, 1933, at St. Louis, Mo.

Reorganization Necessary

The second development in view of the extension of educational opportunity will be the further reorganization of secondary education itself. Heretofore all reorganization has, in the main, been prompted by a desire either to insure greater economy of time or to guarantee a greater degree of integration. The first of these factors is no longer quite so valid. An economy of time may have been important at one time. It is difficult to reconcile this with the lessened demand for new and additional workers. Industry can, as we have already indicated, no longer absorb them. The government, itself, has in recent months made the employment of these youth impossible.

On the other hand, reorganization on the basis of greater integration is still a potent factor. The bridging of the gap between the three units of our present elementary and secondary schools will continue to be an exceedingly important factor. Similarly, the present gap between high school and junior college will need to be bridged. The time may come when, in the words of Briggs, we have developed an educational program from kindergarten to college that is gradual, continuous and unitary.

Just what this reorganization will be is difficult to say. Just now that type of organization which will be most effective in improving educational endeavor must be sought for. It is doubtful whether or not there is sufficient body of data that will definitely demonstrate whether a 6-3-3, or 6-2-4, or a 6-6, or even a 6-4-4 plan, is best. Of one thing we can be certain perhaps and that is that there will be found to be a positive correlation between the quality of instruction and the quality of organization. The administrator of secondary education will determine his organization upon the basis of its contribution to an effective educational program. That there will be any universal acceptance of a single plan is to be doubted. In fact, there should not be and in all probability could not be.

Consolidation Demanded by Economy and Equality

From the standpoint of financial considerations, an economy of time will not be so important a factor in the future. From the standpoint of ability to afford, one type of organization will be found to be more effective than another. It seems very clear to your speaker that some very certain types of consolidation will be affected within the next few years that will tend to materially reduce the number of separate secondary school units. The continuance of the small two to four or even six teacher secondary schools is more and more being looked upon, by not only our professional people but our lay men as well, as a practice of doubtful value. What, with our improved means of communication and trans-

portation and the demands for more extensive curricula to suit the needs of our more non-selective groups, we will find ourselves forced in the interest of both economy and effective education to provide for the larger units. In fairness to demands of a changing social order, a more complex organization of society and the increased demands being made upon the youth of our day we can do no less than provide for that type of organization that will insure both financial economy and more universal equality of educational opportunity.

The recently published monograph dealing with the reorganization of secondary education represents an outstanding contribution to our knowledge in this field and is commended to you for most careful study. It is interesting to note in passing that the authors of this particular monograph hold to the assumption that comprehensiveness and consistency represent valid criteria for judging the possible effectiveness of school organization.

The Curriculum

Not only will our philosophy of secondary education vitally affect reorganization of the "framework" of our schools but it should and eventually will very definitely affect the curricula of our reorganized schools. The program of studies will first of all be greatly extended. The reasons for this are already so obvious as to require no particular defense. In the second place, the arrangement of this program into various and greatly divergent curricular patterns is equally apparent to all of you who have given the matter any thought at all.

It is exceedingly strange that we have thus far failed to fully comprehend the significance attaching to the new demands being made upon us. Changes in the curricula and extension of the numbers of course offerings, it is admitted, are present in most schools. Recognition of the increased number of course offerings and the necessity for such increases are much talked about. But if you were to accept my challenge and proceed to an analysis of curricular patterns now provided for in our secondary schools, I am certain you would be utterly dumfounded by the discoveries you would make. You would quickly admit that the secondary school is still largely a "college-preparatory" school and not much more. And just now when the economy axe is falling at the root of the tree, the very course offerings that have been provided for that portion of our high school population will perhaps never find it possible to continue their educational endeavors in an institution of higher learning, are the first to be "laid low" and taken out of the program.

And even more significant, were you to analyze the syllabi provided for so-called academic courses, you will discover to your utter dismay that some of them are as archaic in their content and selection of materials of instruction as to do credit to some of the more maligned lecture courses of some of our college professors.

It occurs to me to say at this point, that a revolution in curriculum reorganization is altogether in order. Nor will this reorganization be altogether directed by college people, much as I love and respect them for their knowledge and erudition. The reorganization will begin in the secondary schools and be directed by those who are closely associated and fully acquainted with the youth that are to be educated. Who is better able to take the lead? Utilize the college people? Yes! But not to the extent of permitting them to dictate the policies to be adopted and the subject matter to be accepted. Who is better able to determine objectives of the secondary school? You, and you, and you!

But, you say, what of university admission requirements? These will take care of themselves. As a matter of fact, there is a very pronounced tendency for institutions of higher learning to soft-pedal specific subject matter requirements and to loud-pedal such matters as the principal's own recommendations in behalf of students who have completed the secondary school curricula and desire to continue in college. The college people will similarly place more confidence in their own methods of evaluation of student ability as determined by general tests of ability to do scholarly work on a higher level and as determined by their own program of personal guidance and personal direction. I am disposed to believe that college people have been more ready to go with us in this matter than we have been willing to believe.

The secondary school curriculum of any student will be determined on the basis of individual needs of students and of society's demands as they hinge upon these students. The inclusion of the so-called traditional courses will be a matter of no concern whatsoever save in so far as they vitally contribute to the needs of that student and make him a more effective member of society.

To rebuild the curriculum pre-supposes our willingness to experiment and to be experimented upon. A scientific attitude and a scientific approach are both essential. That there will be a greater amount of experimentation goes without saying. That there will be a breakdown of loyalty to the traditional cannot be doubted and that a lessened emphasis upon specific subject-matter requirements as basic to any consideration of a changed curriculum is very certain.

Who can doubt that when we have clearly formulated our philosophies; discovered the needs of our modern social order; evaluated the contribution of secondary education to the proper training of future citizens and turned loose our schools to those equipped to carry on researches and investigations in the field of our curricula—who can doubt, I ask, when these things take place that we will not have a better instrument for society's improvement and for the individual's opportunity for personal growth and satisfaction.

The Library

The fourth item in this discussion relates to the library. The time has most certainly come when the library will take its place alongside the gymnasium and athletic field as a core institution within the school. The extension of our vast funds of human knowledge, the complexity of the organization of knowledge; the enlarged demands for breadth of human knowledge; the increased experimental opportunities; the increased facilities of communication which have broken down national and international barriers and made possible the greater approach to a world-mindedness and world-wide neighborliness have all become vital factors in this demand for library facilities.

On the other hand, our changed techniques of instruction, our acceptance of a new philosophy of learning, the introduction of the project and problem and unit as bases of organization of subject matter; the organization of the traditional school subjects under such headings as health, social studies, science and mathematics, the fine arts, the industrial arts, languages and literature are such as to make imperative another type of teaching. This new technique demands not a single basic text but a multitude of texts and sources of information. These will have to be accumulated in a library of carefully selected materials representing the many major classifications of human knowledge, all of which have been properly catalogued and shelved and made easily available to the students and instructors. If teaching is to be live and virile; if it is to be challenging to students; if it is to result in activity which, as Kilpatrick would say, leads to further activity; if it is to be vitally related to present day life and living; then that teaching must be dependent upon not a single text but a growing library of properly selected, well classified texts and

books of reference in many fields of human knowledge.

It goes without saying that one of the very important tasks of the teacher will be the instruction of youth in the proper use of the library and its resources.

Extended Use of School Facilities

The fifth consideration is extension of the use of school facilities—the school plant and all its appurtenances thereto. The secondary school of the future will not confine its program of studies and activities to any limited number of hours per day and days per week and months per year. In the first place, the wealth represented in these institutions is such as to require the fullest possible use be made of all the facilities. These institutions should not be closed down and kept idle when there is so much need for the training they can provide.

In the second place, there will be no limiting of facilities to persons of certain ages—shall we say the years of 14 to 18. Not only will all adolescents be given an opportunity for extended educational opportunity but educational advantages will be afforded to all persons, old or young, who are prepared to take advantage of educational opportunities afforded by these schools. If for no other reason than that we will be confronted with the problem of wise use of leisure time, will we be required to extend the facilities of our schools.

Many means for thus using our educational facilities will come to mind. Certainly, we are all agreed that part-time instruction, supervised and non-supervised correspondence or extension study under public school auspices, the radio, the motion pictures, physical education and health programs, the fine and industrial arts and the various courses of classroom instruction will all find their proper place in such an extended educational plan.

State School Administrative Association Meets January 24, 25, 26

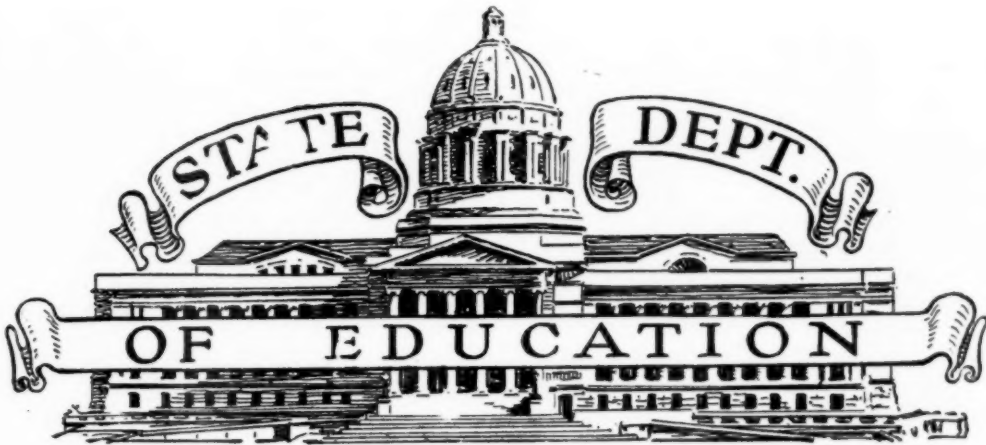
The Twenty-first Annual Meeting of the Missouri State School Administrative Association will be held in Columbia, January 24, 25, 26. A banquet for the County Superintendents will be the opening event on the evening of January 24th at the Tiger Hotel with State Superintendent Lee as toastmaster.

The Theme Topic for the meeting is "Educational Administration in the Light of Social Changes." The program committee has secured from out-of-state leaders Dean R. A. Schwegler of the School of Education, University of Kansas and Dr. J. A. Creager of the College of Education, New York University, each of which is scheduled for two addresses. In addition to these, addresses will be delivered by Dean Theo. W. H. Irion of the School of Education, University of Missouri; President E. T. Miller, Superintendent of Hannibal Schools; Dr. J. B. Berry, Sociology, University of Missouri; Superintendent H. F. McMillan, Lee's Summit; Superintendent Heber

U. Hunt, Sedalia; Superintendent L. B. Hoy, Gideon; Superintendent Willard Graff, Butler; Superintendent L. B. Hawthorne, Mexico; Superintendent W. H. Lemmell, Flat River; Dr. Edward G. Ainsworth, Jr., English, University of Missouri; Superintendent W. S. Goslin, Webster Groves and State Superintendent Chas. A. Lee.

Entertainment features will include: dinner at Christian College for members of the Association; an open luncheon session of Phi Delta Kappa, also a luncheon by Pi Lambda Theta; an informal reception at the University Club sponsored by the students in the School of Education and honoring Acting President and Mrs. Wm. Robbins and Dean and Mrs. Theo. W. H. Irion.

The officers of the Association are: President, E. T. Miller, Hannibal; Vice-President, M. L. Coleman, Monett; Secretary-Treasurer, G. V. Bradshaw, Dexter.



**To the City and County Superintendents,
Teachers and School Board Members:**

The following is a program of Federal Relief in Education which has been approved and which is being sponsored by a large number of educational organizations throughout the nation. The Department believes it to be a good program and is cooperating 100 per cent in its adoption.

The program will be before Congress in the near future. A great amount of sentiment in its favor will assist in its passage. All school people and others interested in the promotion of this school program should write to their Senators and Congressmen urging its adoption. The letters should be sent to the Senators and Congressmen in Washington and another copy should be sent to Dr. William G. Carr of the National Educational Association, also in Washington. The Senators and Congressmen who represent Missouri are:

Senators	{	Bennett Champ Clark
	{	Roscoe C. Patterson
	{	Clarence Cannon
	{	James R. Claiborne
	{	John J. Cochran
Representatives	{	Clement C. Dickinson
	{	Richard M. Duncan
	{	Frank H. Lee
	{	Ralph F. Lozier
	{	Jacob L. Milligan
	{	Milton A. Romjue
	{	James E. Ruffin
	{	Joseph B. Shannon
	{	Clyde Williams
	{	Ruben T. Wood

PROPOSED PROGRAM

**Federal Advisory Committee on Emergency
Aid in Education**

(1) The emergency problem of keeping elementary and secondary schools open on as nearly normal basis as possible during the school year 1933-34 should be met by a federal

appropriation of \$50,000,000 to be allocated according to emergency needs in the several states. This sum may be provided in one of two ways:

(a) by a special provision in the relief act, or less preferably

(b) by a separate federal appropriation.

In either case such appropriation shall be administered preferably by a Board of which the U. S. Commissioner of Education shall be chairman and executive officer.

(2) In view of the fact that the inability of many communities adequately to maintain schools is certain to continue during the fiscal year 1934-35 a federal emergency appropriation or allocation of not less than \$100,000,000 should be made available beginning July 1, 1934; this appropriation or allocation to be distributed in an objective manner, determined by a Board of which the U. S. Commissioner of Education shall be chairman and executive officer, and based upon reasonable evidence of needs and resources.

(3) That the instability of educational support even in the abler states and communities, due to the shrinkage of local ability to support schools during the depression, constitutes an aspect of the present emergency of such proportion as to endanger the effectiveness of the schools throughout the nation. The fundamental relief which is necessary in order that public educational institutions may be adequately supported can be secured only through the adoption of measures for the federal emergency aid to education during 1934-35. The situation is so critical in education that the people are justified in using federal funds to insure the normal operation of schools. Accordingly, it is recommended that a substantial sum be distributed from the federal treasury to the various states to assist them in meeting this phase of the emergency.

It is the sense of this conference that the method of distribution should provide first, that a flat sum objectively determined be distributed to all states; second, that a supple-

mental sum objectively determined but weighted to meet the needs of the poorer states be included in the distribution; and third, that the method of distribution be stated in the statutes, provided that a contingent fund not to exceed ten percent of the amount so provided for 1934-35 be reserved for distribution to states and local units to meet exceptional and unforeseen needs under the direction of a Board of which the U. S. Commissioner of Education shall be chairman.

(4) Local funds should be released for school maintenance by:

- (a) refinancing school district indebtedness or such municipal or county indebtedness as may have been incurred in behalf of the schools.
- (b) providing federal loans to school districts or to municipal or county corporations, where, (in the case of the latter,) the loan is to be used for educational purposes; *provided* that in both instances the loan shall rest on the security of delinquent taxes, frozen assets in closed banks, or other acceptable securities.

(5) Out of any new appropriations made for Public Works not less than 10 percent should be allocated for buildings for schools, colleges, and other educational enterprises. Such grants shall be available provided that an approved survey has been made, and that the survey shows the need for the buildings. In cases where such surveys have not already been made these surveys shall be made under the direction of the Office of Education through a decentralized regional organization. The cost of these surveys shall be charged to the Public Works appropriation for school plants. We recommend that the grants for such projects be made on a 100 percent basis. In administering this fund major attention should be given to the needs of the rural schools.

(6) A federal appropriation or allocation of \$30,000,000 should be provided to assist students to attend institutions of higher education for the period ending July 1, 1935, by

- (a) special provision in existing acts, or
 - (b) by a separate federal appropriation.
- This fund should be administered by the U. S. Office of Education.

NEWS NOTES AND COMMENTS

A SOUTHEAST MISSOURI CHORUS

MUSIC OUGHT ALWAYS to have a prominent place in general education; and if its emphasis is to be varied, the increased emphasis should come in times like the present. When depression comes we need more than ever the uplift, the morale, the enspiriting which music gives. We have often said and again repeat, despite the prevalence of "fads and frills" on the tongues of the "education reductionists" that no course in the curriculum offers greater returns to the happiness of individuals or to the welfare of the people as a whole than does music.

We are encouraged by the recent emphasis that has been put upon group musical effort in the programs of professional meetings, State and District, of which effort the South-

east Missouri chorus is somewhat typical.

The program of the Southeast Missouri Teachers Association at Cape Girardeau in October featured a chorus of 125 voices assembled from some fifteen or twenty communities. The chorus was directed by Professor J. Clyde Brandt of the Southeast Missouri State Teachers College and Miss Evelyn Schneider of Jackson was the accompanist. Composing the chorus were forty-six sopranos, thirty-one altos, twenty-one tenors and twenty-seven basses.

The participating schools were: Cape Girardeau, Clarkton, Crystal City, DeSoto, Dexter, Farmington, Festus, Fredericktown, Hayti, Herculeaneum, Ironton, Jackson, Parma, Sikeston and Steele.



They Sang for the Convention of Southeast Missouri Teachers at Cape Girardeau.

PROMINENT EDUCATOR DIES

ON THE MORNING OF JANUARY 8th Lydia Duncan Montgomery passed away after an illness of three weeks.

Miss Montgomery was known throughout the country as an enthusiastic supporter of teacher organizations. The interests of her local, state and national groups were ever in the forefront of her thinking, and each of these she served with the whole-hearted enthusiasm which characterized her personality. The fact that for years Sedalia has stood in the 100% class in organization membership is in large part due to her work.

Her local Association she had served as president; to her State Association she gave six years of service on its Executive Committee, one of which as its Chairman; to the conventions of the National organization she had at different times been a delegate.

Her whole life she spent in school work. Graduating from the Sedalia High School in 1895 at eighteen years of age she at once became a teacher in the elementary schools of the system in which she had grown up. Her summers she spent in school acquiring knowledge and skill that would make her a more effective teacher. Pursuing this course she graduated from Warrensburg in 1907, having already served several years as an elementary principal. In 1920, at which time she was serving as one of the members of the first M. S. T. A. Executive Committee under its present form of organization, she received her



Miss Lydia D. Montgomery

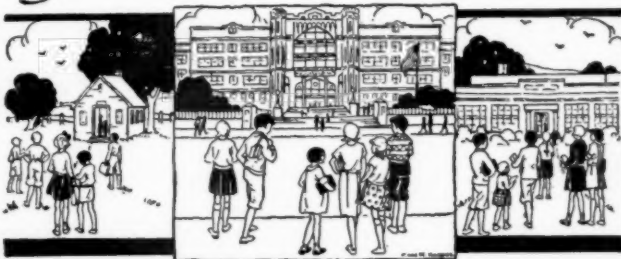
Bachelor's Degree from the University of Chicago, graduating with double honors. In 1930 she received her Master's Degree from Missouri University. Thus personal growth was always one of her ideals which she embodied in her everyday living.

Her nation, her state, her city and her community shared her interest and devotion. To her these were institutions effecting life; and all the questions in the forefront of public attention whether in the realm of government, church or school were weighed by her as to their bearing upon human happiness and the weight of her influence was fearlessly thrown on the side that she thought meant most happiness for others.

Her passing is mourned by great and small in her city and state and where she was known throughout the land.

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LEE IN "TIME"

WHEN "TIME," the popular news weekly selected two men to feature in its education section recently, it took from its thousands of possibilities Dr. Zook, United States Commissioner of Education, and Hon. Chas. A. Lee, State Superintendent of Schools for Missouri. The former was pictured in colors on the front page of the Magazine and the latter's likeness appeared in the columns of the article on Education.

We may imagine that *Time's* reasons for selecting Superintendent Lee included the following:

He was, according to authoritative statements from reliable sources, seriously considered for appointment to the place given to Dr. Zook; in the national conference on financing of education he was outstanding in his demands that the schools be considered in the National Reconstruction Program; he was called from that meeting to Washington to confer with a small special Committee, including the Federal Relief Administrator, on the problem of the Federal attitude and policy toward educational relief; he is president of the National Council of Superintendents and Commissioners of Education, having been elected to that office for two consecutive terms—an honor that has been bestowed on very few people in the past.

The following photograph is published in *TIME* over the caption and quotation here reproduced.



MISSOURI'S SUPERINTENDENT LEE
For Unskilled Labor \$750.
For Teachers Not \$600.

PROGRESSIVE EDUCATION

Motivating language work came about in this manner, according to the Palmyra Spectator which however does not reveal the name of the resourceful rural teacher: With the connivance of the teacher one of the "big" boys dressed in Santa's costume appeared at the window of the school house, rapping thereon until he had the attention of everyone. He disappeared. Order was restored, and a little voice piped up, "Teacher, may I write a letter to Santa." A chorus of "me to's" was raised and soon the whole school was engaged in a completely motivated letter writing exercise.

SCHOOLMASTER'S CLUB

A Schoolmaster's Club has been recently organized in Southeast Missouri. The nucleus of the organization was that of the Superintendents and Principals of St. Francois county which is of several years standing. The membership has been extended to the surrounding counties which include Jefferson, Washington, Iron, Madison, Perry and Ste. Genevieve.

The officers for the new organization are: Supt. R. F. Sutherlin of Frank Clay, president; Supt. W. L. Pulliam of Festus, vice-president; and Supt. J. O. Dodson, of Irondale, secretary-treasurer.

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FIRE DESTROYS SCHOOL BUILDING

Eagle Point school in Pike county was recently completely destroyed by fire. The school was reopened in a farm house. The loss was only partially covered by insurance. Miss Genevieve Sanderson is the teacher.

BOOK REVIEWS

TAXES AND TAXATION, by Storm and Storm. Published by McKnight & McKnight. Price 40 cents.

This little book of 110 pages is written for junior and senior high school students and may be used as a unit in social science classes in these schools. Certainly such a book is opportune. Taxation, a subject which touches the lives of everyone either as payer or beneficiary or both, should presumably be of interest to all. It is so generally vital that failure of the public schools to give instruction in it that will reach the general public is no less than tragic and criminal negligence.

The authors have made a serious, and we think, a successful attempt to organize material for work on the upper grade levels that will give to the pupil a background for sane and constructive thinking on this vital question. Naturally much of the material in the book applies specifically to Illinois, the State in which the authors live and work, much of it is general in character and can be used anywhere. To get the full use of the book in Mis-

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souri would require much substitution of material which however could be easily available, through public officials, to the alert teacher.

MOLDERS OF THE AMERICAN MIND

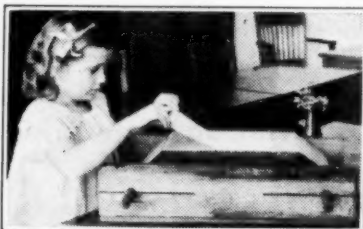
A Book Review

Norman Woelfel has in this book given us a real thrill. An analysis of Dewey, Counts, Horne, Kilpatrick, Judd, Snedden, Bode and a half score of others in educational thought is enough to arouse our curiosity. His frankness and fullness of comprehension challenges our admiration. His style and method are clear and stimulating. He, himself, is not without personal opinions among this company of educational theorists. In their midst he takes a stand well to the side of the radicals.

In the first division of the book he discusses "Some Implications of Contemporary Social Change." Here his attitude toward the "Christian Tradition" and the "Business Régime" places him definitely with the left wing. He is iconoclastic toward Christianity and capitalism in their coalition for mutual defense.

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His fourth division, which together with his first are his own opinions, sets out some "Strategic Considerations for American Educators." Here he seems to assume far more independence for the teacher both in belief and in practice than practically exists. America may be "conceived as having a destiny which bursts the all too obvious limitations of Christian religious sanctions and of capitalistic profit economy" but the teacher, save only those within the cloistered protection of a few privately endowed institutions, has neither this vision nor the freedom to follow it if it were had.

The two middle divisions will for many hold the real value of the book. Here seventeen viewpoints of as many leaders are clearly set forth, we guess with the approval of the men whose views are represented.

The book deserves we think a wide popularity. It is published by the Columbia University Press and the price is \$3.00.

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